

LOWER RICHLAND HIGH

2615 Lower Richland Blvd.
Hopkins, SC 29061

GRADES 9-12 High School

ENROLLMENT 1,633 Students

PRINCIPAL Leevette Malloy 803-695-3000

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	14	9	3	2

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Excellent	N/A
2002	Average	Average	N/A
2003	Average	Average	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	47.2	58.5	54.6	61.6	65.0	64.1
Passed 2 subtests	26.7	18.2	21.7	19.5	18.1	18.4
Passed 1 subtest	16.0	11.8	14.4	11.5	10.8	10.3
Passed no subtests	10.1	11.5	8.0	7.4	6.1	6.5

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	300	89.7	322	5.6	350	86.3
Gender						
Male	145	89.7	149	4.7	166	81.9
Female	155	89.7	173	6.4	184	90.2
Race or Ethnic Group						
African American	238	87.8	259	5.0	283	85.5
Hispanic	N/A	N/A	3	I/S	3	I/S
White	61	96.7	56	8.9	61	86.9
Other	1	I/S	4	I/S	3	I/S
Disability Status						
Non-speech disabilities	23	60.9	29	0.0	43	0.0
Students without disabilities	275	92.4	293	6.1	307	98.4
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	1	I/S	322	5.6	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	297	89.9	322	5.6	344	87.8
Lunch Status						
Subsidized meals	122	86.1	109	5.5	146	69.9
Full-pay meals	176	92.6	213	5.6	204	98.0

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	5.6	9.4
Seniors who met the SAT requirement	5.9	9.6
Seniors who met the grade point average	40.4	46.1

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,633)				
Retention rate	12.4%	Up from 12.0%	9.2%	7.3%
Attendance rate	96.7%	Down from 98.2%	95.6%	95.5%
Eligible for gifted and talented	0.1%	Down from 7.8%	3.1%	5.1%
With disabilities other than speech	13.1%	Up from 12.5%	12.9%	12.2%
Older than usual for grade	12.0%	Up from 10.8%	11.5%	10.1%
Suspended or expelled	2.2%	Down from 3.9%	2.6%	2.3%
Enrolled in AP/IB programs	7.1%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	2.0%	Down from 5.2%	2.7%	2.7%
Career/technology students in co-curricular organizations	8.8%	Down from 9.1%	6.1%	3.2%
Enrollment in career/technology center courses	984	Down from 1057	342	433
Students participating in worked-based experiences	14.1%	Down from 18.6%	28.6%	26.3%
Career/technology students mastering core competencies	71.5%	Up from 69.9%	74.3%	74.9%
Career/technology completers placed	99.5%	Down from 100.0%	99.3%	99.5%

Teachers (n= 111)

Teachers with advanced degrees	45.9%	Up from 42.3%	46.4%	51.7%
Continuing contract teachers	60.4%	Up from 60.2%	82.0%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	72.4%	Down from 73.2%	84.9%	85.1%
Teacher attendance rate	95.1%	No change	95.5%	95.8%
Average teacher salary	\$38,230	Up 0.9%	\$39,856	\$40,303
Prof. development days/teacher	7.9 days	Up from 7.1 days	10.0 days	10.3 days

School

Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio	27.8 to 1	Up from 25.6 to 1	24.6 to 1	26.2 to 1
Prime instructional time	90.6%	Down from 92.5%	89.9%	90.1%
Dollars spent per pupil*	\$6,318	Down 0.1%	\$6,560	\$6,279
Percent spent on teacher salaries*	57.6%	Up from 57.0%	56.0%	57.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	96.4%	Down from 96.5%	94.8%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, Lower Richland High School provided a variety of academic programs and extracurricular activities to the approximately 1,630 students of the Lower Richland community in Richland County. To enhance student achievement and to ensure an environment where each student feels known and valued as an individual, the faculty and staff of Lower Richland committed to the development of smaller teaching and learning structures, known as smaller learning communities. Intensive planning activities were undertaken to fully develop smaller learning communities at Lower Richland - a 9th grade academy, career clusters, and a senior academy - to be implemented beginning in 2004. The "High Schools That Work" school reform initiative begun in 2002, which also recommends smaller learning communities, continues to guide Lower Richland's focus on building relationships between students and teachers to personalize the high school experience.

To assist 9th graders in their transition to high school, the Bridging the Gap program offered an 8.5 summer program and a summer science enrichment program. The Literacy Initiative emphasized improved reading and writing skills by reading and writing in every class. Components of this program included reading a minimum of 16 books for the year across disciplines, journaling, and a school-wide writing day each month in which students wrote all day and produced a fully developed paper.

A number of programs supported improved academic achievement. Learning for Mastery allowed 9th and 10th grade students to receive extra assistance in math and English. The Saturday School, an alternative to suspension, allowed students to continue with valuable classroom instruction, while concurrently participating in a character education program. The Sunset School continues to be extremely well received, serving students who have struggled with discipline in an evening program that focuses on math and English. Open to all students, Saturday Academics provided assistance in the form of exit exam tutorials and SAT/ACT preparation.

Lower Richland continued to broaden Advanced Placement Programs and to train additional teachers across the curriculum in the International Baccalaureate Programme.

Faculty and staff will continue to evaluate the above initiatives for continual improvements that foster academic achievement, as well as continue to identify and implement research-based strategies that are responsive to the various needs of our students, while preparing them for successful lives beyond high school.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Craig Drennon, Principal

	Teachers	Students	Parents
Number of surveys returned	115	264	52
Percent satisfied with learning environment	61.9%	49.6%	59.6%
Percent satisfied with social and physical environment	70.5%	64.9%	48.1%
Percent satisfied with home-school relations	34.9%	77.2%	48.1%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.